**K-5 ELA Lesson Plan**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Teacher:** | | **Grade:2nd** | | | **Date(s)**: 8/27/12-8/28 |
| **Unit Title:**  A Story to Share | | | **Corresponding Unit Task: 1**  Story Map | | |
| **Essential Question(s):**   * How does asking and answering questions help me to understand key ideas and details while I read? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**   * Pre-Test (class copies) * Chart Paper * Markers * How I Spent My Summer Vacation by Mark Teague * A New Neighborhood * First Day Jitters by Julie Danneberg * Pencils * Paper * Art Supplies * Student Notebooks * Story Map anchor chart * Student Copies of story map * Writer Checklist anchor chart and individual * Open House: Who are you? Brown bag | | | | key idea story  plot setting  characters problem  solution event  major events topic  capitalization facts  context clues noun  conventions verb  punctuation opinion  details period  question characters  story map T-Chart | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards: RL.2.1**. - Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.  **RL.2.3**. - Describe how characters in a story respond to major events and challenges.  **RL.2.5.** - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.  **RL.2.7.** - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.  **RI.2.1** - Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.  L. 2.1 Demonstrate command of the conventions of the standard English grammar and usage when writing or speaking.  **I Can Statement(s):**   * I can identify all the elements of a story. * I can accurately describe my Story Map. * I can identify major events and challenges in a story. * I can share ideas about the ways characters respond to major events and challenges.   **Instructional Plan:**   1. Give Pre-Test 2. Have engaging scenario posted. 3. Whole Group: Teacher read aloud: First Day Jitters. 4. Revisit text orally with whole group and model the STORY MAP structure on the anchor chart. 5. Special focus on PARTS of a story with emphasis on the CHARACTERS, the PROBLEM, EVENTS, and the SOLUTION 6. Use the story theme [sharing, collaboration, friendship] to guide discussion about feelings on the first day of school. 7. Partner/small group: Use inner/outer circle (Kagan cooperative learning) to discuss their feelings. Informally assess student conversation. 8. Students interview teacher about her feelings. 9. Whole Group: Teacher read aloud: How I Spent My Summer Vacation. 10. Revisit text orally and compare the two stories. 11. Partner share/interview: What did you do during your summer vacation? 12. Writing activity: Write 2 statements: How was your summer alike/different? 13. Whole Group: Share your statements about your summer vacation.     **Day 2**   1. Whole Group: Teacher read aloud: A New Neighborhood. 2. Activate prior knowledge: Have you ever moved or been somewhere new? 3. Repeat discussion and revisit STORY MAP structure. 4. Partner Work: Partners work together to complete the story map (informally assess student work) 5. Whole Group: Share the story map, revise as needed. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards:**  **W. 2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.**  **W. 2.8 Recall information from experiences or gather information from provided sources to answer a question.**  **L. 2.1 Demonstrate command of the conventions of the standard English grammar and usage when writing or speaking.**  **L. 2.2 Demonstrate command of standard English capitalization, punctuation, and SPELLING when writing**  **I Can Statement(s):**   * **I can demonstrate an understanding of character, setting and plot.** * **I can use my Writing Checklist when I write.**   **Instructional Plan:**   1. Whole Group: Brainstorm things that good writers do. 2. Write ideas on an anchor chart and model writing conventions for punctuation and grammar. 3. Independent Work: Students create a personal narrative of how they spent their summer vacation.   **Day 2**   1. Whole Group: Review personal narrative using the Writing Checklist. Edit and revise work as needed. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards: L. 2.2 Demonstrate command of standard English capitalization, punctuation, and SPELLING when writing**  **L. 2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.**  **I Can Statement(s):**   * I can use reference materials to check the meanings and spellings for my weekly spelling words. * I can successfully spell my spelling words.   **Instructional Plan:**   1. Whole Group: Review short vowels. Brainstorm a list of CVC words. 2. Introduce the spelling list from Iris and Walter. 3. Students will write the word list in their spelling notebooks. 4. Partner Work: Check a partner’s work for correct spelling.   **Day 2**   1. Choose an activity from the Tic-Tac-Toe chart. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards:**  **SL. 2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.**  **[a.]Follow agreed upon rules for discussions…**  **[b.]Build on others’ talk in conversations by linking their comments to the remarks of others.**  **[c.]Ask for clarification and further explanation as needed about the topics and texts under discussion.**  **I Can Statement(s):**   * I can identify the challenges and events that effect the characters and their actions. * I can understand the character’s problem and identify the solution.   **Instructional Plan:**  See previous reading instructional plans. | | | | |
| **Closing/Summarizing Strategy** | * **Evidence of independent work; participation in discussions; review of rule book; sharing problem/solution activity.** * **Daily review of “I Can” statements** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Students will begin to explore biographies and stories using book basket selections.** | | **Small group work and partner work to assist students with story map completion, personal narrative writing, and interview writing.** | | | **Vocabulary cards and Story Map Anchor Charts will be posted.** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**   * **Assessments for these standards are integrated within the plan.** * **Dibels and TRC assessments will be completed this week.** * **Baseline Writing** | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*